



Lancaster Christ Church C of E Primary School

Have Faith... In yourself, In others, In God...

Behaviour Policy

School Ethos and Christian Values

Lancaster Christ Church is a caring school with a strong sense of community. We value the uniqueness of every child and are committed to a fully inclusive learning environment.

With Christ at our centre, we encourage all children to grow and learn surrounded by love and a feeling of belonging. We strongly believe that every child matters, value all individuals and celebrate diversity.

We want our children to become confident, resilient, independent learners with a strong sense of self-worth and a caring attitude towards others.

We encourage all children to *'Have faith... In yourself... in others... in God'*, because
"Nothing will be impossible with God."

Luke 1:37

We are committed to providing a broad and balanced curriculum which provides rich opportunities for children to explore a range of subjects, thus developing a variety of knowledge, skills and interests which they can apply to opportunities, responsibilities and experiences in later life.

We value the individuality of our children and their various curriculum strengths and interests. As a school, we provide opportunities for children to build upon these to become the best that they can be.

Therefore, to support children to *'Have faith... in yourself, in others and in God'*, we have designed our curriculum which enables all children to flourish as individuals. This is underpinned by our curriculum intent:

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

1 Peter 4: 10

Statement of Principles

Through the Behaviour Policy, all members of the school community will promote and teach the values we learn from the example of Jesus Christ:

- Forgiveness and reconciliation

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- Respect for self and others
 - Truth and honesty
 - Trust and fairness
 - Tolerance and compassion
 - Self-discipline
 - Respect for property and the environment
 - Politeness

Such values not only promote the Christian ethos and vision of Lancaster Christ Church Church of England Primary School, but also assist in the preparation of the children for the responsibilities and duties of adult life.

School Behaviour Culture

Within our school we are committed to creating a culture in which children are heard and are proactively supported to behave appropriately. This is achieved through an emphasis on the development of positive relationships between children and staff, the explicit teaching of behavioural expectations, and rapid intervention if children require support in meeting the expected standards of behaviour. We want our children to show respect for others and for their learning environment, to possess self-control and behave appropriately in all situations.

All staff have a responsibility to encourage pupils to behave well at all times. Good order and positive behaviour have to be worked for; they do not simply happen. At Lancaster Christ Church we recognise that children learn about the behaviour which is expected of them from the way the school is run and the relationships of the people in it. Positive relationships between children and adults are vital. Staff will take the time to relate to and communicate with children and each other – smile, greet, listen, speak.

All adults in school are expected to set good examples and model the standards expected from the children.

Behaviour Expectations

At Lancaster Christ Church, we have high expectations of both our own behaviour and that of others. We recognise that we are all part of the same family - that of our school, and that of God - and that our behaviour has consequences for those around us.

We expect all children to be able to learn without disruption in a calm, safe and supportive environment.

Our key expectations of behaviour in school are to:

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- Take care of yourself
- Take care of each other
- Take care of our school

Responding to Positive Behaviour

At Lancaster Christ Church, we believe that it is important to recognise and acknowledge the positive behaviours which are demonstrated by most children in school.

Examples of rewards may include:

- Non-verbal praise e.g. smiles, thumbs up
- Verbal praise
- House points
- Communicating praise with parents, either in person or via telephone call
- Certificates
- Allocation of positions of responsibility

Responding to Unwanted Behaviour

At Lancaster Christ Church, we aim to develop positive, trusting relationships with our children so that we can support them to understand and regulate their own behaviour.

When responding to instances of unwanted behaviour, our aims are to:

- Ensure the safety of all children and staff
- Restore a safe, calm environment in which all children can learn and thrive
- Maintain the positive culture of the school
- Prevent the occurrence of misbehaviour

We use a PACE approach to provide opportunities for children to build their attachments with adults, by communicating and interacting in a way which helps them feel safe:

Playful: A light-hearted, relaxed and playful attitude helps a child feel connected within their relationship and to experience fun and love.

Accepting: Accepting a child for who they are and not what they achieve is very important. It is important to make a child aware that it is their behaviour that is unacceptable not them as a person. A child needs to feel liked and accepted for who they really are.

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Curious: Figuring out what is going on. Understand the meaning behind the behaviour. Wonder about the child. Wondering with the child. Make best guesses about the inner experience of the child

Empathy: To understand a child's needs you have to be able to "step into their shoes". Empathy allows an individual to feel their feelings and know that their feelings have been heard and are valid. You may not agree with their feelings and opinions, which is ok but by listening you are supporting them to not suppress their feelings, which is crucial to positive mental health.

(PACE: A therapeutic approach – helpchildrenlivebetter.co.uk)

During moments of heightened emotion and resulting behaviour, staff will employ emotional coaching to guide and teach children about appropriate responses, thus de-escalating and restoring calm as quickly as possible (see Appendix 1).

When responding to unwanted behaviour, staff will take account of any factors that may have contributed to the incident, whilst ensuring that high standards and expectations of behaviour are consistently and fairly promoted to all children.

Regular training will be provided to all staff to ensure that any instances of unwanted behaviour are dealt with in a consistent, fair and proportionate manner which reflects the culture of the school.

Any instances of unwanted behaviour will be recorded on CPOMs for the purpose of monitoring and to ensure that appropriate support is provided to individual children as required.

Sanctions

At times, it may be necessary to impose a sanction to deter particular types of unwanted behaviour. Such sanctions will always be proportionate to the circumstance and consider any special circumstances of relevance.

Sanctions may include:

- a non-verbal reprimand e.g. a look or shake of the head
- a verbal reprimand and a reminder of the expectations of behaviour
- confiscation of an item if it is that which is causing the inappropriate or unacceptable behaviour

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- being directed to the Regulation Station in the classroom to reflect on behaviour and regain composure
- being directed to move to a different seat within the classroom
- loss of parts of unstructured times to reflect on behaviour or complete work which would otherwise have been completed in class time
- being directed to another classroom to work in isolation for the remainder of the lesson
- removal of privileges
- school based service, such as helping in the dining hall

Supporting children following a sanction

Following a sanction, strategies should be used to help the child understand how to improve their behaviour and how to meet the expectations of the school going forward.

Such strategies may include:

- a targeted discussion with the child, including explaining what they did wrong, the impact of their actions, how they can improve their behaviour in the future and what will happen if behaviour does not improve.
- restorative approaches
- a phone call or face to face discussion with parents
- implementation of an Individual Behaviour Plan
- intervention support in school from Children and Families Support Worker
- Referral for external support

Fixed Term Suspension / Permanent Exclusion

Fixed term suspension and/or permanent exclusion may be used in response to serious incidents or persistent poor behaviour which has not improved following in school sanctions and interventions.

Further information can be found in the Exclusions Policy.

Child-on-child abuse including sexualised abuse

Lancaster Christ Church C of E Primary School has a zero-tolerance approach to abuse, including child-on-child abuse and will ensure that all staff:

- Are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online.
- Are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports.

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- will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Lancaster Christ Church C of E Primary School will ensure that children are aware of how to raise concerns or make a report regarding child-on-child abuse, and that it is clearly explained to them how any reports such reports will be handled.

Lancaster Christ Church C of E Primary School will refer to the following toolkit, as identified in KCSIE (2025), for practical guidance on how to prevent, identify early and respond appropriate to child-on-child abuse:

Farrer & Co: [Addressing child on child abuse: a resource for schools and colleges](#)

When responding to concerns regarding child-on-child sexualised abuse, Lancaster Christ Church C of E Primary School will refer to specific guidance in Keeping Children Safe in Education Part five: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures: <https://panlancashirescp.trixonline.co.uk/chapter/harmful-sexual-behaviour>

Conduct outside the school gates

At Lancaster Christ Church, we aim to create a culture whereby children recognise their responsibilities not just in school, but as citizens of the wider world.

Our school prides itself on having a good reputation within the local community, and by attending our school, our children are agreeing to uphold this reputation by representing the school in a positive manner.

Teachers have a statutory power to apply sanctions to pupils for inappropriate or unacceptable behaviour that occurs outside of school premises when the pupil is:

- Taking part in any school related activity;
- Travelling to or from school;
- Wearing the school uniform;
- In some other way identifiable as a pupil of the school.

Teachers may also apply sanctions at any time, whether or not the conditions above apply, for behaviour that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

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In circumstances where a child's behaviour is reported to be inappropriate or unacceptable outside of school time, the parent / carer of the child will be contacted by the headteacher, the behaviour discussed, and any necessary sanctions applied.

Searching, Screening and Confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a prohibited item. Should such a search be necessary, there will always be another member of staff present, unless there is a risk that serious harm could be caused if the search is not carried out immediately.

Prohibited items are:

- Knives or weapons
- Alcohol
- Unauthorised medication
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Offensive materials of any kind
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.

The presence of mobile phones and smart watches in school is only permitted in line with the Mobile Phone Policy.

Headteachers and authorised staff can seize any prohibited item found as a result of a search. They can also seize any item that is considered harmful or detrimental to school discipline. Parents will be informed of any items which have been seized.

Power to Use Reasonable Force

School staff have a legal power to use reasonable force to prevent children committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline at the school and among pupils.

The following list is not exhaustive but provides some examples of situations where reasonable force may be used:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so

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- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Further information can be found in the Positive Handling Policy.

Related Policies

- Positive Relationships Policy
- Safeguarding and Child Protection Policy
- Positive Handling Policy
- Online Safety Policy
- Mobile Phone Policy

Consultation, Monitoring and Evaluation

The Headteacher, along with school staff, monitors the effectiveness of this policy on a regular basis.

The policy will be reviewed annually by all staff and amended in the event of any changes made. Children will be asked to give their opinions at School Council and class discussion times.

Each year, the policy is reviewed by the governing body and, if necessary, recommendations for further improvements or amendments are made.

Complaints

Lancaster Christ Church has a policy for the handing of complaints. This can be found on the school website.

This policy was reviewed and agreed by the Board of Governors of Christ Church Church of England Primary School on: 20th May 2025

The scheduled review date of this policy is: May 2026

Signed:

(Chair of Committee)

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Appendix 1

EMOTION COACHING MODEL

To help the child regulate and prepare them for a restorative conversation offer them suitable strategies/tools e.g. breathing exercises, fidget toys, (weighted) blankets, dark den etc.
Some children will need *co-regulation* for this to be successful.

STEP ONE	
Notice and Empathise Be curious rather than furious	Notice any reactions and judgments the child's behaviour causes in you. Imagine a similar situation for an adult. Be aware of the different emotions a child may feel. Observe, listen, and learn how the child expresses different emotions. Watch for facial expressions, body language, posture, gestures, tone of voice, and speed of speech. BE A 'STAR' FOR YOUR CHILD S STOP - Don't react straight away. Notice how you are feeling. T THINK - What feeling might lie beneath the child's behaviour? A ATTUNE yourself with the feeling by putting yourself in the child's shoes. R REFLECT - What would be an equivalent situation for you, as an adult, to feel that way?
STEP TWO	
Label and Validate Name it to tame it	Help the child to name what they're experiencing in this moment. "I can see that you're angry. I would feel angry, too, if that happened to me..." Sometimes a child can't tell you what they're feeling, so you can help them to do this. By putting a child's feelings into words, you are comforting them and showing you care and understand. Be aware of your body language and tone, and use phrases like: "It must have made you mad when he took your toy..." "You look sad. I wonder if you wish you weren't finding the work tricky ..."
STEP THREE	
Set Limits (if needed)	EC accepts the emotion, but not unacceptable behaviour. "I understand you're feeling sad, but hitting your friend is not okay." Provided the child is safe and no one is at risk of harm, limit setting is an opportunity to teach the child about acceptable behaviour. Focus on the boundaries and behaviour the child needs to understand and practice. Perhaps a kind reminder is all that is needed from you: "Our class rule is to tidy our learning area before we go out to play ...". Kind reminders acknowledge that none of us learn things straight away. Managing emotions is no different than any other skill - it takes time and lots of practice.
STEP FOUR	
Problem Solving	When the child is calm, find solutions with the child. When possible, follow their lead in picking a solution. Reinforce the idea that the child has the capacity to develop skills to cope with strong emotions. "How were you feeling when that happened?" "Let's think about what you could have done instead." "You could...or..., which one sounds good to you?" "What will help to remember this?"

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REVIEW

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	October 2019
2	Addition of statement relating to Peer on Peer Abuse	January 2020
3	Amended reference to 'Care and Control of Pupils' policy to 'Positive Handling' policy	April 2020
4	Governors approval date amended from October 2019 to May 2020 Amended Governor statement to read '..on behalf of the Governing Body...'	May 2020
5	Updated header and footer Updated Mission statement section Governors' approval date amended from May 2020 to June 2021 Amended Governor statement to read '...reviewed and agreed by the Board of Governors of...'	May 2021
5	No changes	May 2022
6	Amended reference to 'Peer on Peer abuse' to 'Child on Child abuse' in line with KCSIE 2022	May 2023
7	Full review	September 2024
8	Minor amendments to ethos and values section	May 2025
9	Amendment to section relating to 'child-on-child' abuse	June 2026

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